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School Planning Guide

A young girl with a backpack looking over her shoulder.

Literacy Planning: A Team Approach

One of the most important functions of a comprehensive approach to literacy is to ensure effective literacy instruction for children and students. Although no one administrator can know or do all that is required in this area, a literacy team can and should. The purpose of this guide is to assist districts and schools in establishing literacy teams and provide guidance as they develop, implement, monitor and sustain their literacy plan. To assist literacy teams in evaluating their existing literacy programs, the Kentucky Department of Education (KDE) has developed a resource, Literacy Program Effectiveness Review for Kentucky Schools (PERKS). Conducting a Literacy Program Effectiveness Review is a recommended process prior to developing or revising literacy plans.

Getting Started

The success of any initiative is dependent on the buy-in and commitment of the shareholders; therefore, it is important that key partners be members of the literacy team. Literacy PERKS recommends that the literacy team be comprised of relevant shareholders, such as the library media specialist, early childhood provider/partner, a community agency or partner, literacy coach, student, a site-based decision making (SBDM) team member, and representatives from different grades and/or content areas, including a special education representative, led by the principal. The literacy team works with school leadership to identify strengths and areas for improvement in the school's literacy program, priorities for improvement, resources and strategies to support change. Ultimately, these improvement efforts should produce a culture or climate of literacy in the school.

In *The Literacy Leadership Team: Sustaining and Expanding Success*, Froelich and Puig suggest that at the team's first meeting, members engage in a self-assessment "to start investigating the collective and individual roles of members on a literacy leadership team" (59). The book also provides a self-assessment survey. Kentucky's Literacy PERKS contains shareholder surveys for parents, administrators, faculty and students to help the literacy team assess the literacy climate and instruction of their school.

Components of a Working System

In order for literacy teams to be successful, members must understand the components of a working system (Froelich & Puig, 67), which are

- **Common goals** — establish goals before addressing the issues needing change.
- **Understanding literacy** — in order to evaluate the school's literacy program, team members must understand literacy and the key components of an effective program (see Elements and Indicators in PERKS).
- **Co-Learning** — the team must be willing to learn together to accomplish a common goal.
- **Professional growth** — Stigler and Hiebert (1999) believe that “teachers need opportunities for sustained professional learning.” Schools “need to be places where not only students but also teachers learn” (Froelich & Puig, 68). Team members should become a learning community. Successful teams find a way “to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused. In schools where such a focus has been achieved, we found that teaching and learning for everyone became transformative” (Sagor, R., 1992).

The Literacy Plan

Standard Nine in Literacy PERKS is the school literacy plan — Comprehensive and Effective Planning. It states, “The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. Indicators in this standard relate to allocation of school resources that support literacy, input and implementation by shareholders and use of data to name a few.”

Teams should determine a plan of action collaboratively, by defining areas of concern based on data and supporting evidence. Teams should develop an action plan based on one or two key areas of concern. Focusing on too many areas at a time is not effective because the team needs time to design

strategies for effective implementation of the action plan.

Questions to consider in implementing the literacy action plan:

1. How will the staff and students be involved and what role will they play?
2. What professional learning will faculty need?
3. How will the team monitor the plan?
4. How will the team support the faculty during implementation? (Bedenbaugh, et al 2007)
5. How will the team establish a process to ensure sustainability?

Tying the literacy action plan to the Comprehensive District Improvement Plan (CDIP) and School Improvement Plan (CSIP) is one way to ensure monitoring and evaluating the effectiveness of the implementation. Literacy teams will also want to consider alignment with other priorities and initiatives (e.g., equitable access to effective educators, response to intervention, professional learning plans).

“Principals should explicitly emphasize that a literate student is one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn content; who can use those skills to communicate what he or she learned; and who can transfer that learning to new situations.”
(Meltzer & Ziemba, 22)

Defining Literacy

Establishing a common definition and description of what is meant by literacy is an important task for the literacy team. This definition will inform the professional learning, curriculum and instruction, and assessments used to measure implementation and success. The Kentucky Literacy Partnership defines literacy as: **The creative and analytic processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing, listening and speaking.**

According to the Striving Readers Comprehensive Literacy program, literacy includes:

- Developmentally appropriate literacy instruction
- Frequent reading and writing across content areas
- Phonic decoding
- Reading comprehension
- Diverse, high-quality print
- Peer to teacher language and discourse
- Screening assessments for literacy
- Universal Design for Learning
- Explicit and systemic literacy instruction
- Phonological awareness
- Vocabulary development
- Writing with clear purpose and feedback
- Peer to peer language and discourse
- Frequent practice with literacy
- Motivation and engagement
- Linked to literacy and content standards
- Teacher professional development, Professional Learning Communities, collaboration

How does this definition relate to student literacy learning? Meltzer and Ziemba describe the skills a literate student possesses:

Principals should explicitly emphasize that a literate student is one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn content; who can use those skills to communicate what he or she learned; and who can transfer that learning to new situations.(22)

In *Reading for Academic Success* Strong, Silver, Perini and Tuculescu, describe the relevant skills of reading literacy.

Pretend you are a parent (if you already are one, this should be easy). You are faced with a choice between two high schools. One promises that by the end of the senior year, your child will know the three states of cellular respiration and the facts of the Nullification Crisis. The other school guarantees that your child will be able to read and understand any text he or she encounters in college and in life, no matter how difficult. Which

school would you choose?

Reading is a skill we count on... As educators, we rely on students' abilities to learn through reading. Textbooks, articles, literature, online resources, primary documents, lab manuals – all of these and many other resources serve as the foundation for powerful teaching and learning. This means that students who can't read at a high level of proficiency are missing a vital piece of the learning puzzle. (vii-viii)

It is important that the literacy team builds an understanding both for themselves and for the school staff that literacy is not a discipline. It is a responsibility shared by all teachers that allows students to develop their knowledge and potential; construct, create and communicate meaning; participate in society; and achieve their goals. Therefore, all instruction must make literacy processing explicit, respond to the unique developmental needs of each student, and create a supportive, safe learning environment.

Various national organizations provide definitions and descriptions of literacy that may be helpful for the literacy team to review. It is important that the literacy team take the time to develop and understand what they mean by literacy and what is expected by all staff related to literacy instruction and support.

Student Outcomes

The Partnership for 21st Century Skills provides a vision for student success in the global economy by outlining the “skills, knowledge and expertise students should master to succeed in work and life in the 21st century.” This includes mastery of core subjects, including English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. But the vision is to go beyond a focus on basic competencies in these core subjects through the integration of 21st century interdisciplinary themes into the core subjects. These themes are:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Sources of Data Analysis, Table 1	
Provider/Teacher Sources	Child/Student Sources
<ul style="list-style-type: none"> • Journals, logs (records of observational data, Literacy Walkthroughs, formal assessments and informal assessments) • Teacher checklists, interviews, surveys • Teacher generated assessments • Book circulation from media center 	<ul style="list-style-type: none"> • Student work samples • Informal/formal assessments • Student interviews and surveys • Parent interviews and surveys • Writing folders • Attendance and Discipline records

Additionally, the integration throughout the curriculum of Learning and Innovation Skills from the Partnership's framework is a key component of literacy planning. These Learning and Innovation Skills, often referred to as the four Cs are:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Also addressed in 21st Century Skills are Information, Media and Technology Skills as well as Life and Career Skills. For more information and guidance on curriculum integration, visit the Partnership's website at www.p21.org.

Assessing Literacy Needs

Assessing literacy readiness for birth to kindergarten provides parents, teachers, and early childhood providers a common understanding of what children know and are able to do upon entering school. Research into early childhood assessment indicates the primary purpose of assessment is to provide the teacher with information that can be used to guide and improve instruction. Therefore, assessment of young children should be centered on classroom-based evidence of learning (Jones, 2003).

As previously stated, data analysis is a key function of a literacy team; this includes staff professional development in literacy data analysis. Meltzer and Ziemba state, "Schools that are making progress in improving students' reading and writing scores have a data-based plan in place that includes intensive interventions for struggling readers and expectations for content-area literacy support" (21). Table 1 lists possible data sources for assessing literacy needs.

Note that most of these data sources focus on formative and informal assessments rather than summative or state-level testing data, which supports the idea that "effective assessment is multifaceted, ongoing, and integrated"

(Froelich and Puig, 77). Froelich and Puig use the terms static and dynamic assessment (Dixon-Krauss 1996); **static assessment** is assessment of learning (summative), and **dynamic assessment** is assessment for learning (formative). "Merely looking at one type of assessment to the exclusion of the other will more than likely provide a literacy leadership team with inaccurate and skewed information" (78).

Meeting Professional Learning Needs Related to Literacy Instruction

In order to see growth, the literacy plan must include a coherent, multi-year professional learning approach. Single-year professional development plans may lead to isolated, short-term and even conflicting initiatives. If literacy is a priority, then it should be reflected in all professional learning opportunities.

In *Is Your School Fit for Literacy? 10 Areas of Action for Principals*, Gaffney, Hesbol and Corso make a case for on-going, job-embedded professional learning; "Daily school life is imbued with professional growth, not only with isolated, building-wide events. Teachers learn best from other teachers, in a context of shared leadership" (18). Professional development can take the form of study groups, model or demonstration lessons, and analysis of student work to name a few. Meltzer and Ziemba suggest "a three-year professional development plan that sequences professional development in meaningful ways, aligns with other schoolwide initiatives, and provides time for teachers to share their implementation practices." (23).

Understanding all of the complex facets of what literacy is, its role in instruction, and how to explicitly teach to meet children's/students' needs should be addressed in any school professional development plan. It should also be reflected in the school literacy plan and monitored and revised as learning and implementation progress.

Support and Sustainability of Literacy Plans

Follow-up procedures are as important as the professional learning itself and should be a component of literacy team planning. The literacy team should develop and implement an evaluation system for professional learning that encourages reflection, ongoing support, and monitoring of the effectiveness of implementation of literacy practices. This could include

- analysis of conditions that provide a stimulating learning environment for children,
- school readiness data,
- analysis of walk-through data,
- reports from department meetings,
- review of teacher professional growth plans to see how literacy is addressed,
- and/or analysis of student data, including portfolios.



Essential Elements of Comprehensive Schoolwide Literacy Programs and Plans

Literacy PERKS outlines nine essential elements of a comprehensive schoolwide literacy program, as illustrated by the diagram below (the literacy team and plan are combined on the diagram). The PERKS element Resources is embedded throughout.



The planning guide that follows is organized by the Literacy PERKS essential elements. It is divided into sections for Birth-Grade 12 with research-based actions to guide the literacy team in developing a plan. The sections are Birth-Preschool, Primary, Intermediate, Middle and High School.

As the literacy team uses this guide, the plan should be tailored to meet the school's needs

Kentucky Birth-Grade12 Literacy

	Birth-Preschool	Primary	Intermediate	Middle	High
Literacy Team & Plan Includes features such as <ul style="list-style-type: none"> • State, district and local support • Literacy leadership (administration and teacher/coach) • literacy planning • professional learning • community and family involvement 	<p>Establish a literacy team that will create, implement and monitor a literacy plan – include cross-agency partners to encompass early care and education in private and public settings</p> <p>Invest time in research of strategies to improve and enhance literacy opportunities for children from birth through age five</p> <p>Ensure staff and schedules meet needs of young children and allow time for staff planning and reflection</p> <p>Create a data driven Professional Learning plan to provide research- and evidence-based, developmentally appropriate literacy instruction and activities</p>	<p>Establish a literacy team that will create, implement and monitor a literacy plan</p> <p>Invest time in research of strategies to improve primary literacy</p> <p>Ensure staff and schedule meets students' needs and allow time for staff planning and reflection</p> <p>Create a data driven Professional Learning plan for standards-aligned and research- or evidence-based, developmentally appropriate literacy instruction</p>	<p>Establish a literacy team that will create, implement and monitor a literacy plan</p> <p>Invest time in research of strategies to improve pre-adolescent literacy</p> <p>Ensure staff and schedule meets students' needs and allow time for staff planning and reflection</p> <p>Create a data driven Professional Learning plan for standards-aligned and research- or evidence-based, developmentally appropriate literacy instruction</p>	<p>Establish a literacy team that will create, implement and monitor a literacy plan</p> <p>Invest time in research of strategies to improve adolescent literacy</p> <p>Ensure staff and schedule meets students' needs and allow time for staff planning and reflection</p> <p>Create a data driven Professional Learning plan for standards-aligned and research- or evidence-based, developmentally appropriate literacy instruction</p>	<p>Establish a literacy team that will create, implement and monitor a literacy plan</p> <p>Invest time in research of strategies to improve adolescent literacy</p> <p>Ensure staff and schedule meets students' needs and allow time for staff planning and reflection</p> <p>Create a data driven Professional Learning plan for standards-aligned and research- or evidence-based, developmentally appropriate literacy instruction</p>

<p><i>(continued)</i> Literacy Team & Plan</p> <p>Includes features such as</p> <ul style="list-style-type: none"> • State, district and local support • Literacy leadership (administration and teacher/coach) • literacy planning • professional learning • community and family involvement 	Birth-Preschool	Primary	Intermediate	Middle	High
	Develop and implement professional learning opportunities that align student learning and teacher growth needs with district literacy goals	Develop and implement professional learning opportunities that align student learning and teacher growth needs with district literacy goals	Develop and implement professional learning opportunities that align student learning and teacher growth needs with district literacy goals	Develop and implement professional learning opportunities that align student learning and teacher growth needs with district literacy goals	Develop and implement professional learning opportunities that align student learning and teacher growth needs with district literacy goals
	Foster creativity and collaboration	Foster creativity, collaboration, and opportunities for reading, writing, speaking, and listening across content areas	Foster creativity, collaboration, and opportunities for reading, writing, speaking, and listening across content areas	Foster creativity, collaboration, and opportunities for reading, writing, speaking, and listening across content areas	Foster creativity, collaboration, and opportunities for reading, writing, speaking, and listening across content areas
	Ensure implementation across settings of explicit and systematic literacy instruction (e.g., phonemic awareness, flexible writing experiences, using scribe, for example)	Ensure implementation across classrooms of explicit and systematic literacy instruction (e.g., phonological awareness, decoding)	Ensure implementation across classrooms of explicit and systematic literacy instruction (e.g., vocabulary development, writing with clear purpose)	Ensure implementation across classrooms of explicit and systematic literacy instruction (e.g., vocabulary development, authentic writing experiences)	Ensure implementation across classrooms of explicit and systematic literacy instruction (e.g., vocabulary development, informal and formal writing experiences across disciplines)
	Provide equitable access to diverse, high-quality print, digital materials, learning tools and resources that include Universal Design for Learning (UDL) principles.	Provide equitable access to diverse, high-quality print, digital materials, learning tools and resources that include Universal Design for Learning (UDL) principles.	Provide equitable access to diverse, high-quality print, digital materials, learning tools and resources that include Universal Design for Learning (UDL) principles.	Provide equitable access to diverse, high-quality print, digital materials, learning tools and resources that include Universal Design for Learning (UDL) principles.	Provide equitable access to diverse, high-quality print, digital materials, learning tools and resources that include Universal Design for Learning (UDL) principles.

	Birth-Preschool	Primary	Intermediate	Middle	High
<p><i>(continued)</i> Literacy Team & Plan</p> <p>Includes features such as</p> <ul style="list-style-type: none"> • State, district and local support • Literacy leadership (administration and teacher/coach) • literacy planning • professional learning • community and family involvement 	<p>Ensure that settings for young children are child-centered and responsive</p> <p>Use multiple sources of data to provide oversight/monitoring and inform next steps</p> <p>Sustain the implementation of the literacy plan</p>	<p>Ensure that the social organization of classrooms is student-centered and responsive (e.g., opportunities for speaking and listening, including peer-to-peer discourse)</p> <p>Use multiple sources of data to provide oversight/monitoring and inform next steps</p> <p>Sustain the implementation of the literacy plan</p>	<p>Ensure that the social organization of classrooms is student-centered and responsive (e.g., opportunities for speaking and listening, including peer-to-peer discourse)</p> <p>Use multiple sources of data to provide oversight/monitoring and inform next steps</p> <p>Sustain the implementation of the literacy plan</p>	<p>Ensure that the social organization of classrooms is student-centered and responsive (e.g., opportunities for speaking and listening, including peer-to-peer discourse)</p> <p>Use multiple sources of data to provide oversight/monitoring and inform next steps</p> <p>Sustain the implementation of the literacy plan</p>	<p>Ensure that the social organization of classrooms is student-centered and responsive (e.g., opportunities for speaking and listening, including peer-to-peer discourse)</p> <p>Use multiple sources of data to provide oversight/monitoring and inform next steps</p> <p>Sustain the implementation of the literacy plan</p>

	Birth-Preschool	Primary	Intermediate	Middle	High
Aligned Curriculum The curriculum is rigorous, intentional and aligned to promote student learning success.	Ensure learning activities related to early language and literacy are aligned to Kentucky's Early Childhood Standards	Ensure school curriculum is aligned to KY Academic Standards	Ensure school curriculum is aligned to KY Academic Standards	Ensure school curriculum is aligned to KY Academic Standards	Ensure school curriculum is aligned to KY Academic Standards
	Implement and monitor a research-based, developmentally appropriate curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research- or evidence-based, developmentally appropriate curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research- or evidence-based, developmentally appropriate curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research- or evidence-based, developmentally appropriate curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research- or evidence-based, developmentally appropriate curriculum that allows for continuous progress for all students to meet their learning needs
	Embed literacy instruction and activities across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)
	Focus curriculum on literacy strategies and activities implemented program-wide	Focus curriculum on selected literacy strategies implemented schoolwide	Focus curriculum on selected literacy strategies implemented schoolwide	Focus curriculum on selected literacy strategies implemented schoolwide	Focus curriculum on selected literacy strategies implemented schoolwide
	Provide evidence that curriculum lesson plans show intentional planning that fosters children's use of thinking and communication skills	Provide evidence that teachers' unit and/or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning	Provide evidence that teachers' unit and/or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning	Provide evidence that teachers' unit and/or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning	Provide evidence that teachers' unit and/or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning

	Birth-Preschool	Primary	Intermediate	Middle	High
<p><i>(continued)</i> Aligned Curriculum The curriculum is rigorous, intentional and aligned to promote student learning success</p>	Challenge and develop children's abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels
	Is child-centered and allows for opportunities to extend the curriculum through inquiry-based activities projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects
	Include use of technology for learning (e.g., use a variety of media and materials for exploration)	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences
	Reflect collaboration among all early care and education shareholders, including families	Reflect collaboration among all education shareholders, including families	Reflect collaboration among all education shareholders, including families	Reflect collaboration among all education shareholders, including families	Reflect collaboration among all education shareholders, including families
	Align and articulate expectations with Early Childhood standards to provide a fluid transition from early childhood to kindergarten	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to- class, grade-to-grade, and school-to-school	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to- class, grade-to-grade, and school-to-school	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to- class, grade-to-grade, and school-to-school	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to- class, grade-to-grade, and school-to-school
	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques
	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically

	Birth-Preschool	Primary	Intermediate	Middle	High
<p>Instruction—includes motivation, engagement and interventions</p> <p>Core—a literacy program or framework</p> <p><i>At the birth-preschool level, the core is the appropriate early literacy instruction all young children receive.</i></p> <p><i>At the primary-middle level, the core is the literacy instruction all students receive.</i></p> <p><i>At the high school level, the core is the literacy instruction all students receive through their content classes.</i></p>	<p>Emphasize and provide research-based early literacy instruction through collaborative agencies and programs (e.g., First Steps, Health Access Nurturing Development Services, (HANDS) Child Care Resource & Referrals CCR&R), Even Start, Early Head Start, adult and family literacy programs) to ensure engagement and involvement of parents in promoting a literacy rich environment</p> <p>Emphasize early literacy development and instruction based on Kentucky's Early Childhood Standards</p>	<p>Emphasize learning to read, write, speak, and listen with explicit and systematic instruction of:</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness • Phonics • Fluency • Sight words • Comprehension • Writing • Oral language • Listening <p>Provide at least a 90-minute uninterrupted block for reading</p>	<p>Emphasize general literacy skills with explicit and systematic instruction of:</p> <ul style="list-style-type: none"> • Fluency • Word knowledge • Application of phonics • Vocabulary • Comprehension • Writing • Speaking and listening <p>Provide at least a 60-90-minute uninterrupted block for reading/LA</p>	<p>Emphasize the direct and explicit teaching of the following in all content areas:</p> <ul style="list-style-type: none"> • Fluency • Vocabulary • Comprehension • Writing • 21st Century Skills, including digital-age literacy, creative and critical thinking, effective communication, high productivity <p>Provide extended time for literacy across the curriculum by infusing literacy in all content classes. Explicitly identify learning strategies and literacy support strategies to be used across the curriculum as well as discipline-specific strategies</p>	<p>Emphasize the direct and explicit teaching of the following in all content areas:</p> <ul style="list-style-type: none"> • Fluency • Vocabulary • Comprehension • Writing • 21st Century Skills, including digital-age literacy, creative and critical thinking, effective communication, high productivity <p>Provide extended time for literacy across the curriculum by infusing literacy in all content classes. Explicitly identify learning strategies and literacy support strategies to be used across the curriculum as well as discipline-specific strategies</p>

	Birth-Preschool	Primary	Intermediate	Middle	High
<p><i>(continued)</i></p> <p>Instruction—includes motivation, engagement and interventions</p> <p>Core—a literacy program or framework</p> <p><i>At the primary-middle level, the core is the literacy instruction all students receive.</i></p> <p><i>At the high school level, the core is the literacy instruction all students receive through their content classes.</i></p>	<p>Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs</p>	<p>Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs</p> <p>Include explicit instruction of content literacy strategies</p> <p>Develop students' skills considered to be essential in the modern working environment, including the ability to</p> <ul style="list-style-type: none"> communicate using a variety of media and formats, access and exchange information in a variety of ways, compile, organize, analyze, synthesize and present information, draw conclusions and make generalizations based on information gathered 	<p>Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs</p> <p>Include explicit instruction of content literacy strategies</p> <p>Develop students' skills considered to be essential in the modern working environment, including the ability to</p> <ul style="list-style-type: none"> communicate using a variety of media and formats, access and exchange information in a variety of ways, compile, organize, analyze, synthesize and present information, draw conclusions and make generalizations based on information gathered 	<p>Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.</p> <p>Include explicit instruction of content literacy strategies</p> <p>Develop students' skills considered to be essential in the modern working environment, including the ability to</p> <ul style="list-style-type: none"> communicate using a variety of media and formats, access and exchange information in a variety of ways, compile, organize, analyze, synthesize and present information, draw conclusions and make generalizations based on information gathered 	<p>Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.</p> <p>Include explicit instruction of content literacy strategies</p> <p>Develop students' skills considered to be essential in the modern working environment, including the ability to</p> <ul style="list-style-type: none"> communicate using a variety of media and formats, access and exchange information in a variety of ways, compile, organize, analyze, synthesize and present information, draw conclusions and make generalizations based on information gathered

	Birth-Preschool	Primary	Intermediate	Middle	High
<p><i>(continued)</i></p> <p>Motivation/Engagement Motivation is the intentions, desires, goals, and needs that determine behavior. Motivation refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning language (Gardner, 1985)</p> <p>Instruction—includes motivation, engagement and interventions</p> <p>Core—a literacy program or framework</p> <p><i>At the primary-middle level, the core is the literacy instruction all students receive.</i></p> <p><i>At the high school level, the core is the literacy instruction all students receive through their content classes.</i></p>		<p>Include Principles of the Universal Design for Learning Framework</p> <ul style="list-style-type: none"> • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content (information literacy) and be able to locate additional information as needed • be self-directed learners • collaborate and cooperate in team efforts • interact with others in ethical and appropriate ways <p>Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills</p>	<p>Include Principles of the Universal Design for Learning Framework</p> <ul style="list-style-type: none"> • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content (information literacy) and be able to locate additional information as needed • be self-directed learners • collaborate and cooperate in team efforts • interact with others in ethical and appropriate ways <p>Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills</p>	<p>Include Principles of the Universal Design for Learning Framework</p> <ul style="list-style-type: none"> • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content (information literacy) and be able to locate additional information as needed • be self-directed learners • collaborate and cooperate in team efforts • interact with others in ethical and appropriate ways <p>Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills</p>	<p>Include Principles of the Universal Design for Learning Framework</p> <ul style="list-style-type: none"> • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content (information literacy) and be able to locate additional information as needed • be self-directed learners • collaborate and cooperate in team efforts • interact with others in ethical and appropriate ways <p>Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills</p>

Interventions	Birth-Preschool	Primary	Intermediate	Middle	High
	<p>Use a variety of strategies to address individual learning needs, adding resources and materials and extending the activities as needed.</p> <p>Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet children's instructional needs and strengths</p>	<p>Use a variety of strategies to address individual learning needs, adding resources and materials and extending the activities as needed.</p> <p>Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths</p> <p>Provide supplemental and/or intensive literacy instruction <i>beyond</i> the 90 minute core designed specifically to meet the individual needs of students</p>	<p>Use a variety of strategies to address individual learning needs, adding resources and materials and extending the activities as needed.</p> <p>Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths</p> <p>Provide supplemental and/or intensive literacy instruction <i>beyond</i> the 60-90 minute core designed specifically to meet the individual needs of students in reading, writing and/or communication skills</p>	<p>Use a variety of strategies to address individual learning needs, adding resources and materials and extending the activities as needed.</p> <p>Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths</p> <p>Teach, reinforce and support intensive and supplemental intervention strategies in content area classes, including individual and small group instruction based on needs</p> <p>Provide additional intervention of foundational literacy skills designed specifically to meet the individual needs of students in reading, writing and/or communication skills</p>	<p>Use a variety of strategies to address individual learning needs, adding resources and materials and extending the activities as needed.</p> <p>Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths</p> <p>Teach, reinforce and support intensive and supplemental intervention strategies in content area classes, including individual and small group instruction based on needs</p> <p>Provide additional intervention of foundational literacy skills designed specifically to meet the individual needs of students in reading, writing and/or communication skills</p>

Interventions

An intervention is an educational practice, strategy, curriculum or program used to support students' needs beyond the core.

<p><i>(continued)</i></p> <p>Interventions</p> <p><i>An intervention is an educational practice, strategy, curriculum or program used to support students' needs beyond the core.</i></p>	Birth-Preschool	Primary	Intermediate	Middle	High
		Provide resources/ materials to align to students' instructional levels	Provide resources/ materials to align to students' instructional levels	Provide resources/ materials to align to students' instructional levels	Provide resources/ materials to align to students' instructional levels
		Provide multiple forms of evaluation with instructional feedback to students (i.e., ongoing formative, informal, formal)	Provide multiple forms of evaluation with instructional feedback to students (i.e., ongoing formative, informal, formal)	Provide multiple forms of evaluation with instructional feedback to students (i.e., ongoing formative, informal, formal)	Provide multiple forms of evaluation with instructional feedback to students (i.e., ongoing formative, informal, formal)
		Emphasize useful feedback on student performance that is embedded into everyday learning	Emphasize useful feedback on student performance that is embedded into everyday learning	Emphasize useful feedback on student performance that is embedded into everyday learning	Emphasize useful feedback on student performance that is embedded into everyday learning

Professional Learning <i>The school provides research-based, results-driven professional learning opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.</i>	Birth-Preschool	Primary	Intermediate	Middle	High
	Utilize national standards, frameworks, and resources to inform on-going professional learning for early care and education professionals	Utilize standards, frameworks, and resources (e.g., the Standards for Professional Learning, National Board for Professional Teaching, KY Framework for Teaching) to develop the knowledge, skills, practices, and dispositions teachers need to help students develop literacy skills	Utilize standards, frameworks, and resources (e.g., the Standards for Professional Learning, National Board for Professional Teaching, KY Framework for Teaching) to develop the knowledge, skills, practices, and dispositions teachers need to help students develop literacy skills	Utilize standards, frameworks and resources (e.g., the Standards for Professional Learning, National Board for Professional Teaching, KY Framework for Teaching) to develop the knowledge, skills, practices, and dispositions teachers need to help students develop literacy skills	Utilize standards, frameworks, and resources (e.g., the Standards for Professional Learning, National Board for Professional Teaching, KY Framework for Teaching) to develop the knowledge, skills, practices, and dispositions teachers need to help students develop literacy skills
	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources
	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on- line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on- line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on- line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on- line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on- line, job-embedded, coaching/mentoring) to enhance teacher practice
	Address individual teacher needs in an effort to increase the quality of learning experiences that are provided to children	Address individual teacher needs in an effort to increase the quality of learning experiences that are provided to students	Address individual teacher needs in an effort to increase the quality of learning experiences that are provided to students	Address individual teacher needs in an effort to increase the quality of learning experiences that are provided to students	Address individual teacher needs in an effort to increase the quality of learning experiences that are provided to students

<p><i>(continued)</i></p> Professional Learning <p><i>The school provides research-based, results-driven professional learning opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.</i></p>	Birth-Preschool	Primary	Intermediate	Middle	High
	Align professional learning to ensure children have the skills and behaviors to be school ready	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21 st century	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21 st century	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21 st century	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21 st century
	Analyze student work/performance in meeting learning goals as a key facet of professional learning	Analyze student work/performance in meeting learning goals as a key facet of professional learning	Analyze student work/performance in meeting learning goals as a key facet of professional learning	Analyze student work/performance in meeting learning goals as a key facet of professional learning	Analyze student work/performance in meeting learning goals as a key facet of professional learning
	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices
	Facilitate and organize the literacy professional learning opportunities identified through collaboration with the literacy team	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders
	Review the professional learning opportunities and recommend improvements to the literacy plan in collaboration with the literacy team	Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team	Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team	Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team	Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team

(continued) Professional Learning <i>The school provides research-based, results-driven professional learning opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.</i>	Birth-Preschool	Primary	Intermediate	Middle	High
	Include professional learning resources and opportunities for explicit, systematic literacy instruction that are aligned to KY Academic Standards, including reading, writing and communication experiences across the curriculum	Include professional learning resources and opportunities for explicit, systematic literacy instruction that are aligned to KY Academic Standards, including reading, writing and communication experiences across the curriculum	Include professional learning resources and opportunities for explicit, systematic literacy instruction that are aligned to KY Academic Standards, including reading, writing and communication experiences across the curriculum	Include professional learning resources and opportunities for explicit, systematic literacy instruction that are aligned to KY Academic Standards, including reading, writing and communication experiences across the curriculum	Include professional learning resources and opportunities for explicit, systematic literacy instruction that are aligned to KY Academic Standards, including reading, writing and communication experiences across the curriculum

	Birth-Preschool	Primary	Intermediate	Middle	High
Literate Environment <i>The school/district functions as an effective learning community and supports a climate conducive to excellence.</i>	Cultivate a learning environment that is culturally responsive and acknowledges and values the diversity in children, their families, and communities.	Cultivate a learning environment that is culturally responsive and acknowledges and values the diversity in students, their families, and communities.	Cultivate a learning environment that is culturally responsive and acknowledges and values the diversity in students, their families, and communities.	Cultivate a learning environment that is culturally responsive and acknowledges and values the diversity in students, their families, and communities.	Cultivate a learning environment that is culturally responsive and acknowledges and values the diversity in students, their families, and communities.
	Emphasize high quality interactions, focusing on conversations, questions and vocabulary development	Share the value of reading, writing and communication as tools to help students understand the content	Share the value of reading, writing and communication as tools to help students understand the content	Share the value of reading, writing and communication as tools to help students understand the content	Share the value of reading, writing and communication as tools to help students understand the content
	Create space in which children are exposed to diverse ideas, encouraged to play and interact cooperatively, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect
	Create physical and social literacy-rich environments that uses a variety of approaches for engaged learning (e.g., flexible grouping, circle time, play)	Create physical and social literacy-rich environments that uses a variety of approaches for engaged learning (e.g., flexible grouping, communication and collaboration tools, discussion seminars)	Create physical and social literacy-rich environments that uses a variety of approaches for engaged learning (e.g., flexible grouping, communication and collaboration tools, discussion seminars)	Create physical and social literacy-rich environments that uses a variety of approaches for engaged learning (e.g., flexible grouping, communication and collaboration tools, discussion seminars)	Create physical and social literacy-rich environments that uses a variety of approaches for engaged learning (e.g., flexible grouping, communication and collaboration tools, discussion seminars)
	Facilitate literacy- rich experiences in meaningful ways acknowledging the needs of each child	Facilitate literacy- rich experiences in meaningful ways acknowledging the needs of each child	Facilitate literacy- rich experiences in meaningful ways acknowledging the needs of each child	Facilitate literacy- rich experiences in meaningful ways acknowledging the needs of each child	Facilitate literacy- rich experiences in meaningful ways acknowledging the needs of each child
	Provide opportunities for children to see and hear fluent adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent peer and adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent peers and adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent peers and adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent peers and adults model reading, thinking and writing

<p><i>(continued)</i> Literate Environment <i>The school/district functions as an effective learning community and supports a climate conducive to excellence.</i></p>	Birth-Preschool	Primary	Intermediate	Middle	High
	Provide language-rich interactions with adults and peers	Provide opportunities for students to interact with adults and peers in response to texts	Provide opportunities for students to interact with adults and peers in response to texts	Provide opportunities for students to interact with adults and peers in response to texts	Provide opportunities for students to interact with adults and peers in response to texts
	Ensure students have access to appropriate and engaging texts representing diverse cultures	Ensure students have access to appropriate and engaging texts representing diverse cultures	Ensure students have access to appropriate and engaging texts representing diverse cultures	Ensure students have access to appropriate and engaging texts representing diverse cultures	Ensure students have access to appropriate and engaging texts representing diverse cultures
	Provide hands-on opportunities to explore print and digital literacy materials, including pictures, books, and writing tools that meet the diverse needs of children	Provide students with literacy-rich experiences, print and digital resources to facilitate reading, writing and communication skills development that meet the diverse needs of students	Provide students with literacy-rich experiences, books, resources to facilitate reading, writing and communication skills development that meet the diverse needs of students	Provide students with literacy-rich experiences, books, resources to facilitate reading, writing and communication skills development that meet the diverse needs of students	Provide students with literacy-rich experiences, books, resources to facilitate reading, writing and communication skills development that meet the diverse needs of students
	Promote engagement and conversation through songs, rhymes, and stories	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school

	Birth-Preschool	Primary	Intermediate	Middle	High
<p><i>(continued)</i> Literate Environment <i>The school/district functions as an effective learning community and supports a climate conducive to excellence.</i></p>	<p>Demonstrate how the staff's work supports the literacy plan</p> <p>Model the idea that improving the literacy performance of children is the responsibility of all shareholders</p> <p>Collaborate with families and caregivers to support home environments that promote literacy development and that celebrate each child's fund of knowledge</p>	<p>Demonstrate how the staff's work supports the schoolwide literacy plan</p> <p>Model the idea that improving the literacy performance of students is the responsibility of all shareholders</p> <p>Ensure the Library Media Center reflects literacy as a priority and as a resource for all shareholders in the school</p> <p>Collaborate with families and caregivers to support home environments that promote literacy development and that celebrate each student's fund of knowledge</p>	<p>Demonstrate how the staff's work supports the schoolwide literacy plan</p> <p>Model the idea that improving the literacy performance of students is the responsibility of all shareholders</p> <p>Ensure the Library Media Center reflects literacy as a priority and as a resource for all shareholders in the school</p> <p>Collaborate with families and caregivers to support home environments that promote literacy development and that celebrate each student's fund of knowledge</p>	<p>Demonstrate how the staff's work supports the schoolwide literacy plan</p> <p>Model the idea that improving the literacy performance of students is the responsibility of all shareholders</p> <p>Ensure the Library Media Center reflects literacy as a priority and as a resource for all shareholders in the school</p> <p>Collaborate with families and caregivers to support home environments that promote literacy development and that celebrate each student's fund of knowledge</p>	<p>Demonstrate how the staff's work supports the schoolwide literacy plan</p> <p>Model the idea that improving the literacy performance of students is the responsibility of all shareholders</p> <p>Ensure the Library Media Center reflects literacy as a priority and as a resource for all shareholders in the school</p> <p>Collaborate with families and caregivers to support home environments that promote literacy development and that celebrate each student's fund of knowledge</p>

	Birth-Preschool	Primary	Intermediate	Middle	High
<p>Multiple Assessments <i>Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning.</i></p> <p><i>When designing assessments aligned to literacy standards, instruction must reflect this alignment so that students are intentionally taught the skills needed to be successful. This includes appropriately complex texts for every student, while honoring the need for appropriate scaffolds to support students at their instructional level.</i></p>	<p>Embed assessment in the curriculum and include authentic strategies</p> <p>Implement a variety of strategies that allows differentiation in how children demonstrate competence</p> <p>Include teacher observations of children during daily activities and authentic play in assessments</p> <p>Use approved early care and education screenings and assessments to identify individual needs of children based on early language and literacy components of the Kentucky Early Childhood Standards</p>	<p>Provide for continuous progress for all students' individual needs through a differentiated curriculum aligned to appropriate standards</p> <p>Allow students to demonstrate learning through varied and differentiated assessments that aligned to appropriate standards</p> <p>Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals</p> <p>Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented</p>	<p>Provide for continuous progress for all students' individual needs through a differentiated curriculum aligned to appropriate standards</p> <p>Allow students to demonstrate learning through varied and differentiated assessments aligned to appropriate standards</p> <p>Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals</p> <p>Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented</p>	<p>Provide for continuous progress for all students' individual needs through a differentiated curriculum aligned to appropriate standards</p> <p>Allow students to demonstrate learning through varied and differentiated assessments aligned to appropriate standards</p> <p>Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals</p> <p>Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented</p>	<p>Provide for continuous progress for all students' individual needs through a differentiated curriculum aligned to appropriate standards</p> <p>Allow students to demonstrate learning through varied and differentiated assessments aligned to appropriate standards</p> <p>Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals</p> <p>Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented</p>

	Birth-Preschool	Primary	Intermediate	Middle	High
<p><i>(continued)</i> Multiple Assessments</p> <p><i>Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning.</i></p>	<p>Design assessments in a collaborative process to analyze alignment to standards, clarify expectations for student performance outcomes, and plan instruction aligned to the learning outcomes.</p> <p>Design assessments to measure effective instructional practices and use results to adjust curriculum, learning sequence, and instructional strategies</p> <p>Use on-going assessment, capturing children's demonstration of skills and knowledge during play and daily activities</p> <p>Utilize an assessment plan that is written, well-organized, comprehensive and understood by personnel and families</p>	<p>Design assessments in a collaborative process to analyze alignment to standards, clarify expectations for student performance outcomes, and plan instruction aligned to the learning outcomes.</p> <p>Design assessments to measure effective instructional practices and use results to adjust curriculum, learning sequence, and instructional strategies</p> <p>Use regular progress monitoring to demonstrate how students are progressing, adjust instruction to address skills gaps, and support acceleration</p> <p>Ensure the school has a systematic schedule of assessment that is understood by personnel, students, and families</p>	<p>Design assessments in a collaborative process to analyze alignment to standards, clarify expectations for student performance outcomes, and plan instruction aligned to the learning outcomes.</p> <p>Design assessments to measure effective instructional practices and use results to adjust curriculum, learning sequence, and instructional strategies</p> <p>Use regular progress monitoring to demonstrate that students are progressing, adjust instruction to address skills gaps, and support acceleration</p> <p>Ensure the school has a systematic schedule of assessment that is understood by personnel, students, and families</p>	<p>Design assessments in a collaborative process to analyze alignment to standards, clarify expectations for student performance outcomes, and plan instruction aligned to the learning outcomes.</p> <p>Design assessments to measure effective instructional practices and use results to adjust curriculum, learning sequence, and instructional strategies</p> <p>Use regular progress monitoring to demonstrate that students are progressing, adjust instruction to address skills gaps, and support acceleration</p> <p>Ensure the school has a systematic schedule of assessment that is understood by personnel, students, and families</p>	<p>Design assessments in a collaborative process to analyze alignment to standards, clarify expectations for student performance outcomes, and plan instruction aligned to the learning outcomes.</p> <p>Design assessments to measure effective instructional practices and use results to adjust curriculum, learning sequence, and instructional strategies</p> <p>Use regular progress monitoring to demonstrate that students are progressing, adjust instruction to address skills gaps, and support acceleration</p> <p>Ensure the school has a systematic schedule of assessment that is understood by personnel, students, and families</p>

<p><i>(continued)</i></p> <p>Multiple Assessments</p> <p><i>Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning.</i></p>	Birth-Preschool	Primary	Intermediate	Middle	High
	Document learning and development through anecdotal notes, observations, work samples and multi-media	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement and individualized instructional needs related to literacy goals	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement and individualized instructional needs related to literacy goals	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement and individualized instructional needs related to literacy goals	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement and individualized instructional needs related to literacy goals
	Make results of assessments available to families in a timely fashion and provide support in understanding results	Make results of assessments available to families in a timely fashion and provide support in understanding results	Make results of assessments available to families in a timely fashion and provide support in understanding results	Make results of assessments available to families in a timely fashion and provide support in understanding results	Make results of assessments available to families in a timely fashion and provide support in understanding results
	Base instructional and placement for children on multiple sources of information. Use multiple sources of information for instructional and placement decision	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies
	Address key standards in all developmental domains and content areas.	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities

	Birth-Preschool	Primary	Intermediate	Middle	High
Partnerships <i>The school/district works with families and community to remove barriers to learning, encourage attainment of literacy goals, and meet the intellectual, social, career, and developmental needs of students.</i>	<p>Inform and involve families when making decisions about their child's learning</p> <p>Develop reciprocal relationships with families (e.g., home visits, parent/ child activities, family involvement activities) and two-way communications that are inclusive of all families</p> <p>Provide opportunities for adults to engage in literacy activities with young children</p> <p>Incorporate skills across the program that reflect the importance of literacy</p> <p>Develop partnerships with family support services (e.g., family engagement coordinators, homeless liaison) in forming partnerships to bridge the gap between communities and schools</p>	<p>Inform and involve families when making decisions about the child's learning</p> <p>Develop reciprocal relationships with families (e.g., home visits, parent/ child activities, family involvement activities) and two-way communications that are inclusive of all families</p> <p>Provide opportunities for adults to read and write with students and for students to read and write with each other</p> <p>Incorporate employability skills across the curriculum that reflect the importance of literacy</p> <p>Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools</p>	<p>Inform and involve families when making decisions about their child's learning</p> <p>Develop reciprocal relationships with families (e.g., home visits, parent/ child activities, family involvement activities) and two-way communications that are inclusive of all families</p> <p>Provide opportunities for adults to read and write with students and for students to read and write with each other</p> <p>Incorporate employability skills across the curriculum that reflect the importance of literacy</p> <p>Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools</p>	<p>Inform and involve families when making decisions about their child's learning</p> <p>Develop reciprocal relationships with families (e.g., home visits, parent/ child activities, family involvement activities) and two-way communications that are inclusive of all families</p> <p>Provide opportunities for adults to read and write with students and for students to read and write with each other</p> <p>Incorporate employability skills across the curriculum that reflect the importance of literacy</p> <p>Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools</p>	<p>Inform and involve families when making decisions about their child's learning</p> <p>Develop reciprocal relationships with families (e.g., home visits, parent/ child activities, family involvement activities) and two-way communications that are inclusive of all families</p> <p>Provide opportunities for adults to read and write with students and for students to read and write with each other</p> <p>Incorporate employability skills across the curriculum that reflect the importance of literacy</p> <p>Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools</p>

<p><i>(continued)</i></p> <p>Partnerships</p> <p><i>The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students.</i></p>	Birth-Preschool	Primary	Intermediate	Middle	High
	<p>Establish and maintain partnerships with collaborative agencies and programs (e.g., State-Funded Preschool, Head Start, Child Care, First Steps, HANDS, CCR&Rs, Even Start, Early Head Start, adult and family literacy programs)</p> <p>Promote literacy activities/events and make information available about community literacy organizations (e.g., public libraries, Save the Children)</p>	<p>Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness</p> <p>Promote literacy activities/events and make information available about community literacy organizations (e.g., public libraries, Save the Children)</p>	<p>Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness</p> <p>Promote literacy activities/events and make information available about community literacy organizations (e.g., public libraries, Save the Children)</p>	<p>Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness</p> <p>Promote literacy activities/events and make information available about community literacy organizations (e.g., public libraries, Save the Children)</p>	<p>Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness</p> <p>Promote literacy activities/events and make information available about community literacy organizations (e.g., public libraries, Save the Children)</p>

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2018

Kentucky Literacy Birth-Grade 12: A Planning Resource for Districts

The district actions and implementation indicators contained in this document are meant to guide districts as they support collaboration with community partners and schools to achieve the goal of fully implemented literacy plans.

Kentucky Literacy Birth-Grade 12: A Planning Resource for Districts

Literacy is a community responsibility

Build collaboration among programs serving children birth to five and grades K-5 and 6-12 to create shared responsibility for language and literacy development.

Families, caregivers, and educators [in school and outside school] must recognize the role each plays in supporting language and literacy development along the continuum that begins at birth and continues through secondary education. Children's progress through this continuum can be strengthened and better scholastic outcomes produced if parents, early childhood professionals, and educators collaborate to support transitions, share data, evaluate child progress, and build knowledge and skills in a community context across the range from birth to 12th grade (Kupcha, 2010).

One out of every three children comes to the first day of kindergarten without the requisite skills for success (Rock & Pollack, 2002). **It is essential to a district's literacy plans to engage partners, including family members and care givers, in educating children.** Emergent literacy skills form the foundation for a child's future literacy success. *In Making a Difference: 10 Essential Steps to Building a Pre-K System*, Sullivan-Dudzic, Gearn, & Leavell (2010) provide guidance to districts on how to connect early childhood and K-12 systems, such as establishing relationships among districts and preschool and early childhood communities. "Without the entire community, no school district is able to provide children with the necessary early learning skills required to be successful in life" (Sullivan-Dudzic, Gearn, & Leavell, p.7).

In the primary years, districts will need to ensure that learning focuses on building essential cognitive skills that enable literacy learning—learning to read, write, speak and listen. Language and vocabulary development and comprehension strategies are foundational skills needed so that as learners transition from primary to intermediate years, they can engage with the increasingly complex texts they will encounter.

In middle and high school, learners continue to need explicit literacy instruction to remain on track due to the increasing complexity of texts that are specific to each content area. According to the Alliance for Excellent Education, more than half of America's secondary learners struggle to read and learn their course materials. Districts will need to support teachers and others in the community in on-going professional learning that will provide them with the skills and confidence to provide learners with the explicit literacy instruction specific to each discipline/content area.

"Without the entire community, no school district is able to provide children with the necessary early learning skills required to be successful in life"
(Sullivan-Dudzic, Gearn, & Leavell, p.7).

Comprehensive Community Literacy Plan

Literacy is the "foundation upon which academic learning and successful student performance depends" (Meltzer & Ziemba, 2006). Literate students are ones who know how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills "to learn content ... [to] use those skills to communicate what he or she has learned ... [and to] transfer that learning to other situations" (Meltzer & Ziemba, 2006).

Without the development of intentional partnerships, systemic support for a literacy plan is not likely to produce deep change in the culture of literacy learning. A big obstacle to effective literacy plan implementation is the concern that it will not actually guide action.

A literacy leadership team is a management tool for simultaneously supporting learning and teaching for the entire community – students, teachers, educational leaders; enhancing literacy environment; and building a literacy culture through collegiality and collaboration (Bedenbaugh, et. al., 2007).

District leaders can ensure the literacy plan developed is implemented by

1. Setting forth a vision that everyone can support. Begin by brainstorming with a small group what a successful literacy initiative would look like. What would learners be doing? What would those who serve children and youth be doing to promote literacy? What would literate environments in and outside of school be like?
2. Developing an overarching vision statement. This sets the tone for the literacy planning sessions and communicates to parents, learners, and the community what the literacy plan attempts to accomplish.
3. Articulating this common vision, actively referring to it, and using it to guide literacy planning can ensure that implementation will stay focused.
4. Getting everyone to be active participants in enacting all parts of the literacy plan.

A literacy leadership team needs to have and communicate a common vision in order to secure the collaboration and effort of the community. The development of an effective literacy plan depends on it. Districts are urged to give attention to *vision* and *collaborative implementation* to ensure success (Irvin, Meltzer, & Dukes, 2007).

Increasing capacity for literacy improvement requires restraint from “top-down” approaches while at the same time

- promoting the states’ position that literacy is a lifelong endeavor and mobilizing community resources and partnerships to address the developmental needs of children before they enter kindergarten
- recognizing literacy as the essential foundational skill for learning in all content areas and establishing literacy instruction as the priority
- articulating curricular content and providing instructional support
- investing in leadership development and redefining leadership roles
- coordinating and featuring in-school and out-of-school learning opportunities, making use of community and business partners and resources, reviewing and revising district and community literacy initiatives toward greater coherence and connectivity
- acknowledging poor performance and seeking solutions
- basing decisions on multiple sources of data (i.e. formative academic assessments, attendance rates, suspension rates, satisfaction ratings)
- committing to sustained literacy planning over the long haul (Togneri, 2003).



Components of Literacy Planning

The components of literacy planning are organized by the Literacy Program Effective Review (PERKS) essential elements, as illustrated by the diagram (the literacy team and plan are combined on the diagram).

Literacy Team & Plan



Elements of Literacy Perks	District Actions	Evidence
Literacy Team and Plan	<p>The district will</p> <ol style="list-style-type: none"> 1. establish a literacy team, led by an appointed literacy lead to plan, implement and monitor the district literacy plan, as well as develop and communicate a community literacy vision for all children, Birth-Grade 12 2. communicate a consistent message regarding the importance of quality early childhood experiences for achievement in primary grades 3. promote collaboration of local education leaders and the entire community in building a literacy culture 4. charge the team with synthesizing data on learner readiness/performance, (birth-grade 12), community support, provider knowledge and use of literacy strategies, and support structures and policies to develop a clear picture of what currently exists and what is needed to improve literacy for all learners 5. seek a focus on key transition points by communicating the importance of <ul style="list-style-type: none"> • collaboration between early childcare services and elementary schools • literacy in college and career readiness and support, sustaining this emphasis through graduation from high school to postsecondary learning and work 6. support local school literacy teams in using literacy planning tools and resources to <ul style="list-style-type: none"> • guide a consistent approach to literacy from birth-grade 12 • plan professional learning opportunities in literacy 7. provide equitable access to quality learning tools and resources; identify and share potential community, state, and national resources related to literacy 8. make organizational decisions based on student learning needs 9. develop and communicate policy about literacy expectations for all children and youth 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • Professional Learning Plans • Curriculum Alignment Documents • Minutes and other records of literacy team meetings • Progress monitoring documents • Community data sources
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership is shared through a distributed model; administrators, literacy coaches, teachers, community members, parents and others are involved in literacy planning, training, and implementation as appropriate to the role ➤ Administrative leadership engages in literacy learning and ensures that all shareholders participate in ongoing communication about the work ➤ The district uses a review process to monitor, provide feedback, and refine plans (comprehensive planning) ➤ Schoolwide literacy planning and student success are monitored and communicated ➤ Literacy PERKS resource is utilized and results are reviewed and updated regularly ➤ Examples of successful school literacy teams and plans are offered for review and contacts provided ➤ Collaboration among shareholders ensures a comprehensive and integrated approach to literacy ➤ Collaboration among and between schools, grade levels, early childcare providers, directors of expanded learning opportunities (e.g., 21st Century Community Learning Centers, youth programs, afterschool networks) and college and career shareholders is evident 	

Elements of Literacy Perks	District Actions	Evidence
Aligned Curriculum	<p>The district will provide resources and tools that</p> <ol style="list-style-type: none"> 1. support alignment of curriculum to KY's Academic Standards 2. align curriculum with evidence-based literacy instruction and balanced, comprehensive assessment 3. ensure all teachers have ready access to literacy support materials 4. guide schools and other centers of learning in integrating literacy instruction across the curriculum to facilitate student learning 5. promote alignment of Kentucky Early Childhood Standards and KY Academic Standards for ELA 6. support birth-pre K collaboration, planning, training and service delivery as well as middle/high school and college/career collaboration, planning and training 7. ensure families, childcare professionals, college and career professionals, and directors of extended learning opportunities (ELOs) are included in curriculum discussions 8. include data analysis and decision-making within an appropriately aligned curriculum 9. encourage intentional planning through model units and/or lessons that foster thinking through students' use of reading, writing, speaking and listening skills in the service of all learning 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • Professional Learning Plans • Curriculum Alignment Documents • Minutes and other records of literacy team meetings • Progress monitoring documents
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership ensures the inclusion of appropriate literacy instruction across the curriculum ➤ Leadership ensures that literacy is linked in meaningful and appropriate ways to the overall work of instructional improvement (through professional learning communities, etc.) ➤ Literacy materials are updated and revised based on needs, latest research, etc. ➤ Resources address the needs of multiple audiences ➤ Literacy support materials are accessible to all ➤ Community-wide emphasis on literacy is evident ➤ Wide-ranging involvement in literacy leadership is evident 	

Elements of Literacy Perks	District Actions	Evidence
Instruction & Intervention	<p>The district will provide resources and tools that</p> <ol style="list-style-type: none"> 1. encourage implementation of research-based practices and facilitate differentiation of instruction, including Kentucky System of Intervention (KSI)/Response to Intervention (universal, supplemental, intensive), acceleration and remediation; meet the specific literacy learning needs of English Language Learners (ELLs) 2. embed cultural awareness and competence in literacy approaches 3. support a diagnostic approach to decision-making (base on pertinent qualitative and quantitative data) regarding literacy instruction to meet all learners' need (e.g., struggling readers and writers, ELLs, learners with disabilities and learners performing beyond their peers) 4. support decision-making that is based on the analysis of multiple data sources and types, including birth through pre-K sources 5. are developmentally appropriate for young children and youth 6. provide supports to families to encourage literacy learning in the home 7. ensure full access to resources (technology/media center, PE, music, art) 8. provide continuity and consistency during key learning transition points 9. promote content and discipline-specific literacy strategies 10. promote direct, explicit instruction 11. combine reading, writing, listening and speaking experiences that lead to higher level thinking 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • Professional Learning Plans • Curriculum Alignment Documents • Minutes and other records of literacy team meetings • Progress monitoring documents • RTI/KSI Plan
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership understands, supports, and participates in professional learning and monitoring of literacy instruction across the curriculum Birth-Grade 12 ➤ Leadership utilizes multiple data sources when organizing and planning for instruction (scheduling, designing interventions, selecting programs) and offering virtual learning opportunities ➤ Leadership ensures a balanced approach to assessment in instruction ➤ Leadership ensures that literacy approaches are connected and seamless through key transition points for learners ➤ Training and support are provided in the collection and analysis of data to inform instruction ➤ School, district and community partnerships collaborate on specific literacy objectives (mentoring programs, early care facilities, other community education efforts with a literacy focus, etc.) ➤ School, district and community partners participate in aligned, research-based professional development for developmentally appropriate practices and interventions ➤ Literacy PERKS is used by Birth-Grade 12 to align curriculum; other resources used reflect evidence-based literacy instructional practices and balanced assessments 	

Elements of Literacy Perks	District Actions	Evidence
Professional Learning	<p>The district will foster a consistent, districtwide approach to teaching literacy through training and ongoing professional learning and support, including</p> <ol style="list-style-type: none"> 1. ensuring literacy professional learning at all levels is high quality, job-embedded, ongoing, and evidence-based for school administrators, teachers (pre-service, emerging, experienced, advanced and retired), literacy specialists and other support staff 2. providing appropriate professional learning for community shareholders 3. ensuring opportunities to share professional learning with others 4. aligning of professional learning experiences for consistency and continuity in improving reading, writing and communication skills, birth through grade 12 5. providing resources and opportunities for explicit, comprehensive literacy instruction, including reading, writing and communication experiences across the curriculum 6. providing information about recommended early language and literacy curricula 7. providing guidance to ensure that professional learning is understood and recognized 8. identifying potential training resources for preschool and early child care providers within existing federal and state resources 9. supporting schools and other centers of learning in improving the reading, writing, speaking, and listening skills as well as academic achievement of all learners 10. recommending follow-up procedures that include analysis of learner work/ performance, a reflective evaluation process and planning for improvement 11. promoting and supporting the role of instructional/literacy coaches in teacher professional learning 12. supporting continuous, individualized professional growth (e.g., communities of practice, book studies, learning walks and curriculum meetings) 13. supporting collaboration (e.g., planning meetings, floating subs, opportunities to observe other exemplary teachers/ practitioners) 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • Comprehensive District Improvement Plan (CDIP) aligned with Literacy PERKS, the Ky. Framework for Teaching, and Characteristics of Highly Effective Teaching and Learning (CHETL) • Comprehensive School Improvement Plan (CSIP) aligned with Literacy PERKS, the Ky. Framework for Teaching, and Characteristics of Highly Effective Teaching and Learning (CHETL) • Professional Learning Plans • Minutes and other records of literacy team meetings • Budget allocations which include literacy plans and personnel, substitutes
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership prioritizes continuous professional learning for the literacy team and Birth-Grade 12 providers through allocation of resources, funds and time ➤ Professional learning includes early child care providers, early childhood community shareholders, pre-service teachers, expanded learning opportunity network providers and college and career shareholders where appropriate ➤ Professional learning includes a research knowledge-base, is connected with school and district student achievement goals, and is supported through model lessons, coaching and data analysis ➤ PERKS, CHETL, Ky. Framework for Teaching, School and District literacy planning guides, other state and national resources are used 	

Elements of Literacy Perks	District Actions	Evidence
Literate Environment	<p>The district will support</p> <ol style="list-style-type: none"> 1. establishing and maintaining language and literacy-rich experiences, diverse texts, resources and models to facilitate reading, writing, speaking and listening skills that meet the diverse needs of students 2. working with families and caregivers to establish environments that support literacy development 3. offering clear indicators or models of environments that value literacy, birth-grade 12 4. working with the community to provide print materials, technological resources and literacy-related activities that communicate the community's vision about literacy 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • models and examples of plans and documents which demonstrate a consistent vision and message about the importance of a literate environment at each level of education
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership forms collaborative working relationships with community shareholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ➤ Leadership engages shareholders to create a vision for a birth-grade 12 literate environment ➤ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ➤ Model schools or programs are identified and recognized for their plans and implementation 	

Elements of Literacy Perks	District Actions	Evidence
Multiple Assessments	<p>The district will provide</p> <ol style="list-style-type: none"> 1. professional learning and support in school data analysis to identify and match appropriate literacy supports to student learning needs 2. guidance on designing appropriate learning targets using national, state and school assessment data 3. guidance in developing a balanced system of literacy assessments (e.g., screening, progress monitoring, formative, outcome) 4. guidance in identifying learners that need additional literacy support (universal screening), including students who are: <ul style="list-style-type: none"> • most at risk • at key transition points • performing beyond peers 5. support in the development of regular progress monitoring systems to follow learner progress 6. literacy report tools that share literacy information tailored to audiences, such as families, Site-based Decision-making Councils (SBDMs) and the community 7. disaggregated literacy data (e.g., common assessments, learning experiences for young children) 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • District Web site • Professional Learning Plans • Leadership meeting minutes • Board of Education meeting minutes • District policies • District and school schedules • Budget allocations which include literacy plans and personnel, substitutes • Plans for students with IEPs and 504 plans, ELL students (use the following references to plans GSSP [Gifted Student Service Plan], PSP [Program Service Plan], IFSP [Individual Family Service Plan]) • Progress monitoring reports
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership ensures that multiple data sources (qualitative and quantitative) are used in community, district and school literacy planning ➤ Leadership establishes expectations of a data-informed approach to instruction, and provides training, support and monitoring of implementation of such an approach ➤ Leadership ensures a balanced approach to literacy assessment and assists with appropriate transition planning based on those assessments ➤ Leadership emphasizes using a balanced approach to assessment to inform instructional decision-making ➤ Literacy data report tools from Birth-Grade 12 are accessible ➤ Evidence-based literacy interventions for all learners meet individual learning needs 	

Elements of Literacy Perks	District Actions	Evidence
Partnerships	<p>The district will</p> <ol style="list-style-type: none"> 1. develop and provide materials to administrators and teachers that promote partnerships among home, school and community 2. provide families, school communities, early childhood care professionals, other community entities, college and postsecondary institutions with information about KY literacy standards 3. partner with early childhood providers (e.g., child care, Head Start, state-funded preschool, First Steps, HANDS, etc) who have received a designation of quality (e.g., national, regional, state accreditation. Examples of quality include NAEYC, SACS, Ky. Allstars, Classrooms of Excellence) 4. strengthen coordination among schools, early literacy programs, family literacy programs, alternative school settings, public libraries and out-of-school time programs that provide services to children and youth 5. share strategies, curricula, interventions and assessments to enhance literacy development among providers of services to children and youth 6. collaborate with early literacy agencies and partners (e.g., KY All STARS, First Steps, Even Start, Early Head Start, adult and family literacy programs) to support early childhood providers in the development of teaching and learning strategies and materials to support the literacy plan 7. communicate the importance of high-quality literacy instruction at all levels to the community, staff, school board members and parents 8. encourage literacy decision-making that is in collaboration with community shareholders 9. involve pre-service educators in literacy development and conversations 10. coordinate instructional initiatives and programs within the community 	<p>District leadership cites the following evidence that the listed actions are in progress:</p> <p>(Potential data and evidence sources include but are not limited to those listed below)</p> <ul style="list-style-type: none"> • Professional Learning Plans • Training materials • Communication documents such as webpages, brochures, pamphlets, emails and other materials • District website • Meeting minutes
Implementation Indicators (are aligned by element, not numbered list)	<ul style="list-style-type: none"> ➤ Leadership forms collaborative working relationships with community shareholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ➤ Leadership engages shareholders in vision work for a Birth-grade12 literate environment ➤ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ➤ Professional learning includes all shareholder groups and is aligned to state and district planning documents ➤ Literacy plan components are aligned with other programs ➤ District and community level collaboration on literacy plans and programs offers consistent, rich and sustained literacy experiences and learning for all children and youth 	

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2018



Kentucky Literacy Birth-Grade 12: The Commonwealth's Plan

The state actions and implementation indicators contained in this document outline the Kentucky Department of Education's plan for collaborating with partners as well as districts and schools to achieve the goal of fully implemented literacy plans in every district and school.

Kentucky Literacy Birth-Grade 12: The Commonwealth's Plan

The state actions and implementation indicators that follow outline the Kentucky Department of Education's plan for collaborating with partners as well as districts and schools to achieve the goal of fully implemented literacy plans in every school. It is organized by the Literacy Program Effective Review (PERKS) essential elements.

Elements of Literacy Perks	KDE Action	Evidence
Literacy Team and Plan	<p>The KY Department of Education will</p> <ol style="list-style-type: none"> 1. support districts in the development of a community literacy vision for all students, birth-grade 12 2. establish a Literacy Leadership Team to plan, implement and monitor the state literacy plan 3. develop and disseminate the literacy planning tools and resources to guide a consistent approach to literacy across all districts and programs (including Pre-K) 4. support literacy teams in planning professional learning opportunities in literacy 5. provide guidance around quality instructional tools and resources 6. communicate the importance of quality preschool experiences for achievement in the primary grades and support districts in developing a vision of collaboration between early childcare services and elementary schools 7. communicate the importance of literacy in college and career readiness and support districts in developing a vision for sustaining this emphasis in middle school and continuing through the transition from high school to postsecondary institutions and work 	<ul style="list-style-type: none"> • Meeting minutes and reports • Literacy planning documents for schools and districts online, Interactive literacy modules • Online resources and technical assistance • Literacy measure/reporting tool for districts as a part of an overall College & Career Readiness (CCR) measure • Communication plan
Implementation Indicators (are aligned by element, not bulleted list)	<ul style="list-style-type: none"> ➤ Districts collaborate with community partners to implement a comprehensive and integrated approach to learning ➤ Districts use processes (comprehensive planning) to inform instructional decision-making for all students ➤ State literacy plan is monitored and revised as appropriate and necessary ➤ Schoolwide literacy is an integral part of school, district and state plans ➤ Literacy PERKS is utilized in all levels of planning (school, district, state) ➤ Examples of successful school literacy teams and plans are reviewed and provided 	

Elements of Literacy Perks	KDE Action	Evidence
Aligned Curriculum	<p>The KDE will provide resources and tools that</p> <ol style="list-style-type: none"> 1. support alignment of curriculum to KY Academic Standards 2. align curriculum with evidence-based literacy instruction and balanced assessment 3. ensure all teachers have ready access to literacy support materials 4. guide districts in integrating literacy instruction across the curriculum to facilitate student learning 5. encourage intentional planning through model units and/or lessons that foster students' use of thinking and communication skills in the service of all learning 6. include data analysis and decision-making within an appropriately aligned curriculum 7. assist districts in developing and communicating policy expectations for all children and youth 8. develop preschool language and literacy learning standards (within a set of comprehensive learning standards) that are articulated with K-12 standards 9. support birth-pre K collaboration, planning and training as well as middle/high school-college and career collaboration, planning and training 	<ul style="list-style-type: none"> • Instructional materials online • KY Teacher newsletters • Head Start Early Learning Outcomes Framework provided online, other early childhood resources listed online; The Kentucky Early Childhood Standards provide guidance for children from birth to age 4. Links to field guides are provided by KDE • as well as additional resources • KYECS/KAS alignment documents • Example district curriculum alignment documents online
Implementation Indicators (are aligned by element, not bulleted list)	<ul style="list-style-type: none"> ➤ Schools and districts are embedding literacy learning in their comprehensive improvement planning process; implementation of the KY Academic Standards is appropriately aligned with a comprehensive and integrated approach to literacy instruction ➤ Literacy materials are accessible to all through online resources, regional cooperatives, and other KDE-sponsored grants and projects ➤ Literacy materials are updated and revised based on school needs and current research ➤ Resources address the needs of multiple audiences (teachers, councils, administrators, parents, childcare providers, college and career shareholders) 	

Elements of Literacy Perks	KDE Action	Evidence
Instruction & Intervention	<p>KDE will provide and curate resources and tools that support students' literacy learning and</p> <ol style="list-style-type: none"> 1. promote current literacy and learning research 2. are developmentally appropriate for children and students' learning 3. combine reading, writing and communication experiences that lead to a higher level of thinking 4. address the needs of students whose reading, writing and communication skills are below grade level, on grade level and above grade level 5. plan for continuity and consistency during key student transition points 6. embed cultural awareness and competence in literacy approaches 7. embed motivation and engagement in literacy approaches 8. support decision-making at all levels (birth-grade 12) that is based on the analysis of multiple data sources and types 	<ul style="list-style-type: none"> • Online resources • KDE-provided list of successful schools from previous literacy grants • Credentialed Teacher Leaders and Literacy and Math Design Collaborative • Kentucky System of Intervention (KSI), the Kentucky Cognitive Literacy Model (KCLM), Transition Reading & Language Arts courses for high school students focused on College and Career Readiness, Characteristics of Highly Effective Teaching and Learning (CHETL), and the KY Framework for Teaching • Gifted and Talented Education indicators
Implementation Indicators (are aligned by element, not bulleted list)	<ul style="list-style-type: none"> ➤ Districts support schools in implementing evidenced-based literacy interventions for all students to meet their learning needs ➤ Districts are supported in using processes (comprehensive planning) to inform instructional decision-making for all students ➤ Online resources provide specific information on effective literacy instruction and intervention for meeting students' learning needs ➤ Principles of Universal Design for Learning information and resources and web-based technologies are available and accessible 	

Elements of Literacy Perks	KDE Action	Evidence
Professional Learning	<p>KDE will foster a consistent, statewide approach to teaching literacy through ongoing professional learning support, including</p> <ol style="list-style-type: none"> 1. providing guidance to help ensure that literacy professional development at all levels is high quality, job-embedded, ongoing and research-based 2. supporting districts in alignment for consistency and continuity in improving the reading, writing, communication skills and academic achievement of all students, birth through grade 12 3. providing evidence-based resources and opportunities as they are collected and created for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum 4. providing information about developmentally appropriate practices for children and students' learning 5. providing information about recommended early language and literacy curricula 6. identifying potential training resources for pre-school staff within existing federal and state resources 7. promoting professional learning opportunities and resources for all, including those available virtually 8. recommending follow-up procedures that include analysis of student work/ performance, a reflective evaluation process and planning for improvement 9. promoting and supporting the role of instructional/literacy coaches in teacher professional learning 	<ul style="list-style-type: none"> • Literacy and Math Design Collaborative, PERKS online modules • Characteristics of Highly Effective Teaching and Learning (CHETL) resources; Building a High Quality Professional Learning Plan; KY Framework for Teaching; KY Professional Learning Standards • Early childhood resources • Kentucky System of Intervention (KSI), literacy specialists in special education cooperatives, extended learning opportunities • Literacy grants
Implementation Indicators (are aligned by element, not bulleted list)	<ul style="list-style-type: none"> ➤ Districts are supported in using processes (comprehensive planning) to inform instructional decision-making for all students ➤ Districts are supported in using highly effective professional learning methods, including job-embedded, continuous and research-based approaches ➤ KY Teacher newsletter is available ➤ Guidance documents, including PERKS, are reviewed and utilized ➤ Information about literacy workshops, academies, conferences across the state (e.g., KCTE/LA, KWP, KRP, KRA) is provided ➤ Characteristics of Highly Effective Teaching and Learning (CHETL) and KY Framework for Teaching resources are provided 	

Elements of Literacy Perks	KDE Action	Evidence
Literate Environment	<p>KDE will support districts by leveraging statewide entities that offer resources in</p> <ol style="list-style-type: none"> 1. providing literacy-rich experiences, diverse texts, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students 2. working with families and caregivers to establish environments that support literacy development 3. supporting the goals of literacy plans and offering clear indicators or models of environments that value literacy 	<ul style="list-style-type: none"> • Online resources, resources lists, models, and plans provided • Literate environment observation guides • Walkthrough instruments targeting specific literacy practices examples • Parent newsletters/other KDE communications
Implementation Indicators (are aligned by element, not bulleted list)	<ul style="list-style-type: none"> ➤ A vision for a community approach to literacy, from birth-grade 12, is described and supported through resources, tools, and other forms of communication with districts ➤ Districts are supported in working with community partners to create a literate environment for all students, including young children who have not yet entered school. ➤ Online professional resources are available, easily accessible and current ➤ Model schools and districts are identified and recognized for their plans ➤ KDE communications are coordinated to communicate literacy opportunities/resources 	

Elements of Literacy Perks	KDE Action	Evidence
Multiple Assessments	<p>KDE will provide</p> <ol style="list-style-type: none"> 1. guidance to districts in developing balanced system of assessments (e.g., screening, progress monitoring, formative, outcome) 2. professional learning and support in data analysis to identify and match appropriate literacy supports to student learning needs 3. guidance to districts on designing appropriate learning targets using national, state and school assessment data 4. guidance to districts in identifying students that need additional literacy support, including students who are: <ul style="list-style-type: none"> o most at risk o at key transition points o performing beyond peers 5. districts with literacy report tools to share literacy information with families 6. include preschool experience and data as a variable when reporting disaggregated data for literacy at the elementary grades 	<ul style="list-style-type: none"> • Instructional resource materials; Literacy and Math Design Collaborative • Kentucky System of Intervention (KSI), transition courses, priority schools/educational recovery • Literacy data
Implementation Indicators (are aligned by element, not bulleted list)	<ul style="list-style-type: none"> ➤ Districts are supported in using a balanced approach to assessment to inform instructional decision-making at the district, school, classroom and program levels ➤ Districts are supported in thinking about new ways to collect data about early childhood programs and interventions ➤ Districts are supported in using data from evidence-based literacy interventions for all students to meet their learning needs ➤ Literacy data report tools from early childhood through grade 12 are accessible 	

Elements of Literacy Perks	KDE Action	Evidence
Partnerships	<p>KDE will</p> <ol style="list-style-type: none"> 1. collaborate with the Education Professional Standards Board (EPSB) to provide guidance on <ol style="list-style-type: none"> a. ensuring educator preparation programs teach literacy in a balanced, integrated way, including evidence-based approaches b. support to beginning teachers on teaching literacy in a balanced, integrated way, including evidence-based approaches c. support to teacher preparation programs and beginning teachers to ensure students are college and career ready d. incorporating a literacy focus in leadership development programs e. incorporating and communicating KY's Academic Standards into preparation and certification programs f. incorporating and communicating literacy plan implementation and monitoring into preparation and certification programs 2. collaborate with the Collaborative Center for Literacy Development (CCLD) to publish literacy research and successful literacy teaching and learning strategies and materials 3. develop and provide materials to districts to promote partnerships among home, school and community 4. provide families and school communities with information about literacy standards 5. establish a designation for quality preschool programs who partner with districts 6. strengthen coordination among districts, schools, early literacy programs, family literacy programs, alternate school programs, public libraries and out-of-school time programs that provide services to children and students by sharing strategies, curricula, interventions and assessments to enhance literacy development 7. collaborate with early literacy agencies and partners (e.g., KY All STARS, First Steps, Even Start, Early Head Start, adult and family literacy programs) to support early childhood teachers in development of teaching and learning strategies and materials to support literacy plan 8. collaborate with partners (e.g., KY Reading Association, KY Council of Teacher of Eng./LA) to promote literacy planning and to support school and district literacy teams with resources and guidance material 9. coordinate efforts within KDE offices and divisions to ensure that understanding, implementation and monitoring of literacy plan are consistent for schools and districts 	<ul style="list-style-type: none"> • Programs and documents related to educator preparation • Research clearinghouse on the Collaborative Center for Literacy Development's (CCLD's) website • Reports and other documents demonstrating results of various collaboration efforts with EPSB, CCLD, early literacy partners, etc.

Implementation Indicators

(are aligned by element, not bulleted list)

- Collaborative partnerships result in a strong system of support for literacy planning, implementation and monitoring (information, training, resources, etc., are collaboratively designed and delivered)
- Literacy plan components are aligned with other KDE programs (e.g., alternative school programs, Extended School Services, Title 1) to ensure implementation across the agency
- District and community level collaboration on literacy plans and programs offers consistent, rich, and sustained literacy experiences and learning for all children

State and District Planning Template

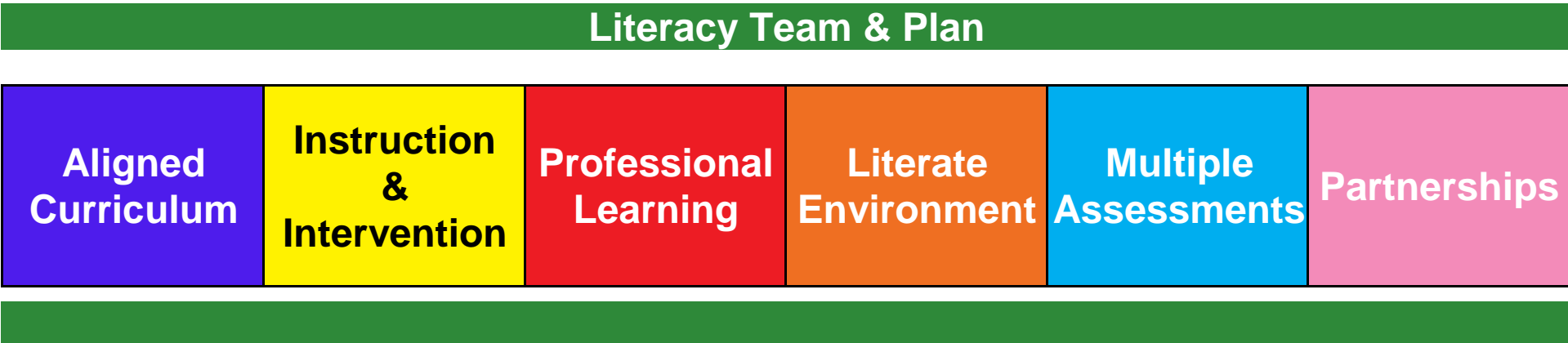
Kentucky’s Self-Assessment Model for the Striving Readers Comprehensive Literacy Grant

Kentucky’s application for the Striving Readers Comprehensive Literacy Grant (SRCL) contains three distinct pieces: A Literacy Planning Guide for Schools, a District Literacy Planning Guide, and The Commonwealth’s Plan for Birth-Grade 12 Literacy. Kentucky’s approach to literacy planning is based on the assumption that in order to effect instructional improvement at the school level, coordination of accountability and capacity-building at the school, district and state levels must occur simultaneously. The state literacy plan provides a vision of literacy as a community endeavor, one that extends beyond school walls and district personnel. Effective district leadership seeks and engages the support and collaboration of community partners who are shareholders in creating a literate environment for its children and youth. Kentucky’s plan is to support the vision of community literacy by providing support in the way of resources, planning tools, guiding documents based on research, modules, samples, a curriculum framework and model, and professional development coordination with other agencies.

The Kentucky Department of Education Birth-Grade 12 State Literacy Plan is organized around the Literacy Program Effectiveness Review for Kentucky Schools (PERKS) document, which is designed for use by school and district reviewers.

At the school level, the best use of Literacy PERKS occurs when Literacy Team members complete the review and use the results to develop a schoolwide literacy plan. At the district level, the best use of Literacy PERKS occurs when it is used as the foundation for monitoring and supporting the literacy work of each school in the district and building collaboration among birth-three programs, pre-kindergarten and K-12 programs with thoughtful attention to sustaining literacy instruction through these key transition points.

At the state level, the Kentucky Department of Education provides resources, tools, information, modules, samples, and support to districts and schools in each area of Literacy PERKS. The state plan, then, is organized by the following areas:



The document, *Kentucky Literacy Birth-Grade 12: The Commonwealth’s Plan*, outlines specific actions Kentucky’s Department of Education (KDE), working with the Kentucky Literacy Team, will undertake within each Literacy PERKS category, along with specific ways it will produce evidence that it is supporting districts in the ways listed. Finally, for each category, implementation indicators communicate results which will be evident if Kentucky is effective in implementing its plan.

Literacy Team and Planning

A literacy leadership team needs to create and communicate a common vision in order to secure the collaboration and effort of the community. Increasing capacity for literacy in communities requires a balance between knowledge of what works and the ability to make data-based decisions at the local level. At the state level, capacity-building is supported by providing models, resources, planning and learning tools, professional development and partnerships through grants.

KDE's strategic plan for literacy is a component of an agency wide planning process and provides a foundation for building literacy capacity both within the Kentucky Department of Education and within and among communities statewide. The plan is monitored monthly for implementation and includes milestones such as:

- Develop and disseminate resources to support literacy planning in schools
- Develop an interactive mechanism for delivering literacy planning resources
- Develop resources for effective literacy instruction for district leaders in order to close achievement gaps
- Develop and train districts on effective literacy intervention models
- Develop a plan to ensure literacy is part of all KDE work
- Leverage grants and initiatives for high impact
- Develop and disseminate writing policy and plan resources
- Develop and support implementation of Program Effectiveness Review Tool

Kentucky's State Literacy Team has identified the following indicators for measuring successful implementation of the literacy strategic plan:

- Districts are supported in collaborating with community partners to implement a comprehensive and integrated approach to learning
- Districts recognize extended learning opportunities (learning that occurs outside of the regular instructional day) as a critical component of literacy and education for all students.
- Districts use the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students.
- State literacy plan is monitored and revised as appropriate necessary
- Schoolwide literacy is an integral part of school, district and state plans
- Literacy PERKS is utilized in all levels of planning (school, district, state)
- Examples of successful school literacy teams and plans are reviewed and provided

By systematically reviewing and monitoring its literacy programming, the Kentucky Department of Education ensures that opportunities for capacity-building are current and sustainable. Specific deliverables under the current plan include writing policy and plan resources, interactive modules collaboratively designed with partners such as Kentucky Educational Television, Program Review Tools, workshops for Title 3 and ELL coordinators, the Kentucky Cognitive Literacy Model (KCLM), the English and Reading Transition Courses, and dissemination of resources through the Summer Reading Program.

Literacy PERKS Elements and the Monitoring Process

The following self-evaluation system will help the Kentucky Department of Education assess the level of support to communities and districts:

A. Aligned Curriculum

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
<ul style="list-style-type: none"> ➤ Schools and districts are embedding literacy learning in their comprehensive improvement planning process; implementation of the KY Academic Standards is appropriately aligned with a comprehensive and integrated approach to literacy instruction. ➤ Literacy materials are accessible through online resources, regional cooperatives and other KDE-sponsored grants and projects ➤ Literacy materials are updated and revised based on school needs and current research ➤ Resources address the needs of multiple audiences (teachers, councils, administrators, parents, childcare providers, college and career shareholders) 	<ul style="list-style-type: none"> ➤ Leadership ensures the inclusion of appropriate literacy instruction across the curriculum ➤ Leadership ensures that literacy is linked in meaningful and appropriate ways to the overall work of instructional improvement (through professional learning communities, etc.) ➤ Literacy materials are updated and revised based on needs, latest research, etc. ➤ Resources address the needs of multiple audiences ➤ Literacy support materials are accessible to all ➤ Community-wide emphasis on literacy is evident ➤ Wide-ranging involvement in literacy leadership is evident 			

B. Instruction and Intervention

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
<ul style="list-style-type: none"> ➤ Districts support schools in implementing research-based literacy interventions for all students to meet their learning needs ➤ Districts are supported in using processes (comprehensive planning) to inform instructional decision-making for all students ➤ Online resources provide specific information on effective literacy instruction, intervention, and UDL for meeting students' learning needs ➤ Virtual learning opportunities are accessible 	<ul style="list-style-type: none"> ➤ Leadership understands, supports and participates in professional learning and monitoring of literacy instruction and planning (UDL) across the curriculum ➤ Leadership utilizes multiple data sources when organizing and planning for instruction (scheduling, designing interventions, selecting programs) and offering virtual learning opportunities ➤ Leadership ensures a balanced approach to assessment in instruction ➤ Leadership ensures that literacy approaches are connected and seamless through key transition points for learners ➤ Training and support are provided in the collection and analysis of data to inform instruction ➤ School, district and community partnerships collaborate on specific literacy objectives (mentoring programs, early care facilities, other community education efforts with a literacy focus) ➤ School, district, and community partners participate in aligned, research-based professional learning for developmentally appropriate practices and interventions ➤ Literacy PERKS is used to align curriculum; other resources used reflect evidence-based literacy instructional practices and balanced assessments 			

C. Professional Learning

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
<ul style="list-style-type: none"> ➤ Districts are supported in using processes (comprehensive planning) to inform instructional decision-making for all students ➤ Districts are supported in using highly effective professional development methods, including job-embedded, continuous and research-based approaches ➤ Virtual learning opportunities are offered ➤ KY Teacher newsletter is available ➤ Guidance documents, including Literacy PERKS, are reviewed and utilized ➤ Information about literacy workshops, academies, conferences across the state (e.g., KCTE/LA, KWP, KRA) is provided ➤ CHETL resources are provided 	<ul style="list-style-type: none"> ➤ Leadership prioritizes continuous professional learning for the literacy team and B-grade 12 providers through allocation of resources, funds, and time ➤ Professional learning includes early child care providers, early childhood community shareholders, pre-service teachers, expanded learning opportunity network providers and college and career shareholders when appropriate ➤ Professional learning includes evidence-based approaches, is connected with school and district student achievement goals, and is supported through model lessons, coaching and data analysis. ➤ PERKS, CHETL, FfT, School and District Literacy planning guides, other state and national resources are used 			

D. Literate Environment

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
<ul style="list-style-type: none"> ➤ A vision for a community approach to literacy, from birth-grade 12, is described and supported through resources, tools and other forms of communication with districts ➤ Districts are supported in working with community partners to create a literate environment for all students, including young children who have not yet entered school ➤ Online professional resources are available, easily accessible and current ➤ Model schools and districts are identified and recognized for their plans 	<ul style="list-style-type: none"> ➤ Leadership forms collaborative working relationships with community shareholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ➤ Leadership engages shareholders to create a vision for a birth-grade 12 literate environment ➤ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ➤ Model schools or programs are identified and recognized for their plans and implementation 			

E. Multiple Assessments

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
<ul style="list-style-type: none"> ➤ Districts are supported in using a balanced approach to assessment to inform instructional decision-making on the district, school and classroom levels ➤ Districts are supported in thinking about new ways to collect data about early childhood programs and interventions ➤ Districts are supported in implementing evidence-based literacy interventions for all students to meet their learning needs ➤ Literacy data report tools from early childhood-grade 12 are accessible 	<ul style="list-style-type: none"> ➤ Leadership ensures that multiple data sources (qualitative and quantitative) are used in community, district and school literacy planning ➤ Leadership establishes expectations of a data-informed approach to instruction, and provides training, support and monitoring of implementation of such an approach ➤ Leadership ensures a balanced approach to literacy assessment and assists with appropriate transition planning based on those assessments ➤ Leadership emphasizes using a balanced approach to assessment to inform instructional decision-making ➤ Literacy data report tools from early childhood-grade 12 are accessible ➤ Evidence-based literacy interventions for all learners meet individual learning needs 			

F. Partnerships

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
<ul style="list-style-type: none"> ➤ Collaborative partnerships result in a strong system of support for literacy planning, implementation and monitoring (information, training, resources, etc. are collaboratively designed and delivered) ➤ Literacy plan components are aligned with other KDE programs (e.g., A5 & A6 programs, Extended School Services, Title 1) to ensure implementation across the agency ➤ Evidence is collected and documented indicating that district and community level collaboration on literacy plans and programs offers consistent, rich and sustained literacy experiences and learning for all children 	<ul style="list-style-type: none"> ➤ Leadership forms collaborative working relationships with community shareholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ➤ Leadership engages shareholders in vision work for a birth-grade 12 literate environment ➤ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ➤ Professional learning includes all shareholder groups and is aligned according to Literacy PERKS ➤ Literacy plan components are aligned with other programs ➤ District and community level collaboration on literacy plans and programs offers consistent, rich, and sustained literacy experiences and learning for all children and youth 			

School Planning Template

Literacy Planning Template

Literacy Lead-

Literacy Team Members-

Introduction: Outlines the common definition and description of what is meant by literacy; the vision for literacy in the school and the literacy planning process used to develop the long-range plan.

Standard	Strengths	Weaknesses	Plan of Action	Responsible Person/Cost	Timeline
	Consider all strands of literacy (reading, writing, speaking & listening) and integration of technology and 21 st century skills	Consider all strands of literacy (reading, writing, speaking & listening) and integration of technology and 21 st century skills	Questions to consider: -To what do we contribute our strengths? -What practices or processes are ineffective that we will discontinue? -What new practices, strategies, or processes will we implement to address our needs?		
1: Aligned Curriculum					
2: Multiple Assessments					

3: Instruction and Targeted Intervention					
4: Literate Environment					
5: School, Family and Community Involvement					
6: Professional Growth					

Literacy Plan Timeline:		
August	September	October
November	December	January
February	March	April
May	June	July